



Standard 1

Vocabulary and Concept Development

Students apply their knowledge of word origins (words from other languages, from history or literature, and from other fields) to determine the meaning of new words encountered in reading and use those words accurately.

Vocabulary and Concept Development

LIT.1.1 Understand unfamiliar words that refer to characters or themes in literature or history. [11.1.1/12.1.1]

Examples: Understand the meaning of words like *Pollyannaish* (like Eleanor H. Porter's 1913 heroine Pollyanna, who tended to find the good in everything), *Dickensian* (like characters and behaviors created by Charles Dickens), or *Draconian* (like severe laws made by Athenian lawmaker Draco).

LIT.1.2 Apply knowledge of roots and word parts from Greek and Latin to draw inferences about the meaning of vocabulary in literature or other subject areas.[11.1.2/12.1.2]

Examples: While reading *Lives of a Cell: Notes of a Biology Watcher* by Lewis Thomas, or other essays on biology, understand specialized terms related to heredity, such as *genes*, *genetic*, *deoxyribonucleic acid (DNA)*, *genotype*, and *organism*. Understand the origin of the specialized vocabulary in excerpts from British physicist Stephen W. Hawking's *Black Holes and Baby Universes and Other Essays*.

LIT.1.3 Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences. [11.1.3/12.1.3]

Examples: Consider what is meant in a sentence that defines a story character with nonliteral comparisons, such as *Our softball coach wanted everyone to think he was a bear, but we all knew he was really a big teddy bear*. Consider what is meant by literary comparisons and analogies,

Examples: Consider what is meant in a sentence that defines a story character with nonliteral such as Shakespeare's phrases: *a sea change* or *A rose by any other name would still smell as sweet*.



Analysis and Critique of Nonfiction

Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. Students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information.

Structural Features of Nonfiction

- LIT.2.1 Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices. [11.2.1/12.2.1]

Examples: Evaluate the rhetorical devices used to capture the audience's attention and convey a unified message in a famous speech, such as Martin Luther King, Jr.'s, "I Have a Dream" speech; Edward R. Murrow's "Speech to the Radio and Television New Directors Association (RTNDA) Convention" in Chicago on October 15, 1958; Abraham Lincoln's "Gettysburg Address"; John F. Kennedy's 1960 inaugural address; astronaut Frank Borman's "Christmas Eve Greeting back to Earth" from lunar orbit (1968); the speeches of Barbara Jordan (U. S. Congresswoman from Texas in the 1970s); the speeches and writings of Nelson Mandela; or the fourteenth Dalai Lama's "Acceptance Speech" for the 1989 Nobel Peace Prize.

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

- LIT.2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text. [11.2.2/12.2.2]

Examples: Read *The Assassination of Lincoln: History and Myth* by Lloyd Lewis and *The Day Lincoln Was Shot* by Jim Bishop and evaluate how each communicates information to the reader and which style is more effective for the reader. Analyze speeches of Winston Churchill, including "We Shall Fight on the Beaches" delivered before the House of Commons on June 4, 1940, to examine the way his language influences his message. Read excerpts from *The Pillow Book* by Sei Shonagon (translated by Ivan Morris) to see how a personal diary format effectively conveys an understanding of life in an imperial court in tenth-century Japan.

- LIT.2.3 Verify and clarify facts presented in several types of expository texts by using a variety of public or historical documents, such as government, consumer, or workplace documents, and others. [11.2.3/12.2.3]

Examples: Check information learned in a driver's training course with information in the printed *Indiana Driver's Manual*. Verify information in state and federal work safety laws by checking with an employer about internal company policies on employee safety. Examine 2000 Census Records to see the demographics of the population and read government reports on the status of adult literacy in the different segments of the population. Examine Ben Franklin's *Poor Richards's Almanac* for information about the 1700s in Philadelphia. Read excerpts from *The Diary of Samuel Pepys* by Samuel Pepys for eyewitness accounts of the Plague (1665) and the Great Fire (1666) in London and his accounts of attending Shakespeare's plays. Check travel guides, such as Fodor's, Frommer's, Michelin's and others, for information on great art museums in London, Madrid, Paris, and Rome. Explore cookbooks, such as Julia Child's *Mastering the Art of French Cooking* or Craig Claiborne and Virginia Lee's *The Chinese Cookbook*, for authenticity and ease of use.



- LIT.2.4 Make reasonable assertions about an author's arguments by using hypothetical situations or elements of the text to defend and clarify interpretations. [11.2.4/12.2.4]

Examples: Read Alexis de Tocqueville's *Democracy in America* (1831) or John Steinbeck's *Travels with Charley* (1960) or *Chasing the Red, White, and Blue: A Journey in Tocqueville's Footsteps through Contemporary America* (2001) by David Cohen and support agreement or disagreement with the authors' assertions by citing evidence from the text. Read General Dwight Eisenhower's June 1944 "D-Day Pre-Invasion Address to the Soldiers" and evaluate the validity of his arguments for succeeding during the Normandy Invasion (World War II). Read excerpts from Tom Brokaw's *The Greatest Generation* and evaluate his assertions that the World War II generation was a hero generation.

- LIT.2.5 Analyze an author's implicit or explicit assumptions and beliefs about a subject. [11.2.5/12.2.5]

Examples: Relate core concepts in self-government as they are conveyed by the Bill of Rights, the Declaration of Independence, and the U.S. Constitution. Discuss how these concepts and ideals continue in American society today. After reading excerpts from *Undaunted Courage* (Lewis and Clark Expedition) by Stephen Ambrose, *Into Africa: The Epic Adventures of Stanley and Livingstone* (discovery of the headwater of the Nile River) by Martin Dugard, *The 8:55 to Baghdad: From London to Iraq on the Trail of Agatha Christie* (train travel, including the famous Orient Express) by Andrew Eames, or *The Voyage of Christopher Columbus* (personal diary of the first voyage to America) by Christopher Columbus (translated by John Cummins), analyze the various authors' assumptions, beliefs or intentions about their subjects.

Expository (Informational) Critique

- LIT.2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims. [11.2.6/12.2.6]

Examples: Critique how Martin Luther King, Jr.'s, use of biblical, philosophical, and political references in "Letter from Birmingham Jail" advance the purpose of his essay. Read selected essays by Abigail Adams, Jane Adams, Susan B. Anthony, Eleanor Roosevelt, Elizabeth Cady Stanton, Sojourner Truth, and others and critique the authors' respective arguments about women's suffrage, gender equity, and women's place in organized labor and women's roles in the culture. Evaluate campaign documents from different candidates for a local or school election or opposing position papers on a policy issue, such as building a new state highway or raising taxes, and critique the arguments set forth. Address such issues as how candidates/supporters of an issue try to persuade readers by asserting their authority on the issues and appealing to reason and emotion among readers. Read Earl Charles Spencer's "Funeral Oration" (September 6, 1997) for his sister, Diana, Princess of Wales, and evaluate the appeal of his words to both a friendly and hostile audience. Critique the writings and speeches of Mahatma Gandhi to discover how he anticipates and addresses counter arguments.



Literary Analysis and Criticism of Fiction

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. Students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

Structural Features of Literature

LIT.3.1 Evaluate characteristics of subgenres, types of writings such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. [11.3.1/12.3.1]

- Satire: using humor to point out weaknesses of people and society.
- Parody: using humor to imitate or mock a person or situation.
- Allegory: using symbolic figures and actions to express general truths about human experiences.
- Pastoral: showing life in the country in an idealistic — and not necessarily realistic — way.

Examples: Read and evaluate the short story, “The Celebrated Jumping Frog of Calaveras County,” by Mark Twain, as an example of Twain’s gentle satirizing of human behavior. Listen to the audio version of *The Hitchhiker’s Guide to the Galaxy* by Douglas Adams as an example of satirizing culture. Read and evaluate the allegorical aspects of the novel *Animal Farm* by George Orwell. Read *Zorro: The Novel* by Isabel Allende to analyze how this novel is an allegory.

Literary Analysis of Grade-Level-Appropriate Text

LIT.3.2 Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. [11.3.2/12.3.2]

Examples: Evaluate the soldier’s insights about dealing with a war environment in *The Killer Angels* by Michael Shaara (Battle of Gettysburg). Analyze the development of the theme of self-reliance in *Master and Commander* by Patrick O’Brian. Evaluate the theme of a work, such as *The Return of the Native* by Thomas Hardy, *The Flight of the Phoenix* by Elleston Trevor, or *The Brothers Karamazov* by Fyodor Dostoevsky, and locate the words or passages that support this understanding.

LIT.3.3 Evaluate the ways in which irony, tone, mood, the style, and the “sound” of language achieve specific rhetorical (persuasive) or aesthetic (artistic) purposes or both. [11.3.3/12.3.3]

Examples: Analyze or evaluate the impact of style in the poems of Carl Sandburg or James Whitcomb Riley or T. S. Eliot in “Cats,” the musical. Evaluate the use of irony and tone that Jane Austen uses in her novels *Pride and Prejudice* or *Sense and Sensibility* and that Miguel de Cervantes uses in his novel *Don Quixote*.

LIT.3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions. [11.3.4/12.3.4]

Examples: Respond to a variety of poems that serve as examples of the poem’s power, such as Robert Browning’s “My Last Duchess,” Elizabeth Bishop’s “Fish,” Robert Frost’s “Out, Out...,” and Amy Lowell’s “Patterns.” Explore the relationship between the figurative and the literal in texts, such as “The Nun’s Priest’s Tale” and “The Pardoner’s Tale” by Geoffrey Chaucer, “The Rime of the Ancient Mariner” by Samuel Taylor Coleridge, or *The Thousand and One Nights: The Second Voyage of Sinbad the Sailor*.



LIT.3.5 Analyze and evaluate works of literary or cultural significance in American, English, or world history that: [11.3.5/12.3.5]

- reflect a variety of genres in the respective major periods in literature.
- were written by important authors in each historical periods.
- reveal contrasts in major themes, styles, and trends in these historical periods.
- reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of their time.

Examples: Evaluate different works of American fiction as representations of a certain period in American history, including works such as *Uncle Tom's Cabin* by Harriet Beecher Stowe, *Red Badge of Courage* by Stephen Crane, *The Great Gatsby* by F. Scott Fitzgerald, and *The Joy Luck Club* by Amy Tan. Read and evaluate works from different periods of British or world literature, such as *Beowulf* (Anglo-Saxon), *The Prologue: The Canterbury Tales* by Geoffrey Chaucer (Medieval), Shakespeare's *Sonnets* (Renaissance), *Paradise Lost* by John Milton (seventeenth century), *Robinson Crusoe* by Daniel DeFoe and "The Tiger" by William Blake (Restoration and the eighteenth century), *Frankenstein* by Mary Shelley and "Ode to the West Wind" by Percy Bysshe Shelley (Romantic Age), "My Last Duchess" by Robert Browning and "The Cherry Orchard" by Anton Chekhov (Victorian Age), and *Across the Bridge* by Graham Greene or *One Day in the Life of Ivan Denisovich* by Aleksandr Solzhenitsyn or *Night* by Elie Wiesel (twentieth century).

LIT.3.6 Evaluate the way in which authors have used archetypes (original models or patterns, such as *best friend*, *champion*, *crusader*, *free spirit*, *nurturer*, *outcast*, *tyrant*, and others) drawn from myth and tradition in literature, film, political speeches, and religious writings. [11.3.6/12.3.6]

Examples: Evaluate the archetypes or characterizations developed by works such as *A Raisin in the Sun* by Lorraine Hansberry, *The Crucible* or *Death of a Salesman* by Arthur Miller, or *Exodus* by Leon Uris. Explain how the archetype of the fallen creature or outcast in the banishment of Adam and Eve from the Garden of Eden, may be used to interpret and evaluate the characterizations in Shakespeare's *The Tragedy of Macbeth* or *Othello* and in the Greek tragedy, *Oedipus Rex* by Sophocles.

LIT.3.7 Analyze recognized works of world literature from a variety of authors that: [12.3.7]

- contrast the major literary forms, techniques, and characteristics from different major literary periods, such as Homeric Greece, Medieval, Romantic, Neoclassic, or the Modern Period.
- relate literary works and authors to the major themes and issues of their literary period.
- examine the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting.

Example: Read and evaluate works of significant literature, such as *The Inferno* of Dante by Dante Alighieri (translated by Robert Pinsky), *Candide* by Voltaire, *I Have Visited Again* by Alexander Pushkin, *Question and Answer Among the Mountains* by Li Po, *Anna Karenina* or *War and Peace* by Leo Tolstoy, and *The Ring* by Isak Dinesen.

LIT.3.8 Demonstrate knowledge of important writers (American, English, world) of the eighteenth and nineteenth centuries, such as Jane Austen, Emily Bronte, Albert Camus, Miguel Cervantes, James Fenimore Cooper, Joseph Conrad, Stephen Crane, Charles Dickens, Fyodor Dostoyevsky, George Eliot, Thomas Hardy, Nathaniel Hawthorne, Victor Hugo, Herman Melville, Edgar Allan Poe, Mary Shelley, Mark Twain, Leo Tolstoy, and others. [12.3.10]



Literary Criticism

LIT.3.9 Evaluate the clarity and consistency of political assumptions in a selection of literary works or essays on a topic. [11.3.7/12.3.8]

Examples: Analyze or evaluate how the assumptions in Sinclair Lewis' *Babbitt* or *All Quiet on the Western Front* by Erich Maria Remarque (World War I) advance the story. Read excerpts from different novels by Charles Dickens and evaluate the treatment of children throughout these works.

LIT.3.10 Evaluate the philosophical arguments presented in literary works or the use of dialogue to reveal character to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. [11.3.8/12.3.9]

Examples: Read Herman Melville's *Billy Budd* or Richard Wright's *Native Son* and debate whether any one work offers a defensible philosophical argument about capital punishment. Read Samuel Becket's *Waiting for Godot*, Shakespeare's *Hamlet*, or Moliere's *The Miser* or *Tartuffe*, and evaluate the philosophical approach presented in each, and what each author seems to be saying about the human condition.